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ABSTRACT

This is an interim report on the first year of a five-year Spanish/English, bilingual/bicultural education program in Pueblo, Colorado, for grades K-4. The program is based on the premise that realistic language instruction begins with an assessment of each student's oral proficiency in both languages. The teacher should then develop this proficiency, before reading instruction begins, to bridge the gap between the informal spoken language of the child's home and the formal language of school. To do this, teachers must understand the process of language learning, the differences between oral and written language, and language varieties and functions. The "Gloria and David Oral Language Assessment: Spanish/English Version" was administered to determine oral language dominance and to profile each student's language skills for use as a basis for individualized instruction. The report includes statistics on program enrollment; language assessment materials and data; outlines of inservice workshops; an evaluation of the program to date; and recommendations for instruction, development of objectives, relative emphasis on the first and second languages, community involvement, program coordination, and staff needs. (CK)

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BILINGUAL EDUCATION: ORAL LANGUAGE ASSESSMENT AS A PREREQUISITE

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Interim Report
Bilingual Education Program
Pueblo School District #60, Colorado

January, 1975

This report was prepared by the Institute for Cultural Pluralism, School of Education, San Diego State University, San Diego, California, as part of a one-year contract to provide oral language assessment, inservice training, evaluation, and consultation in program development and management.

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CORRECTION

Page 35, paragraph 3.

Reference to the Stanford Achievement Test having been administered to pupils in the bilingual program is incorrect. This test was given within the district at second grade level and above. Kindergarten pupils were not involved.

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OVERVIEW OF THE PROGRAM

Pueblo School District 60 is currently implementing the first year of a five-year bilingual/bicultural elementary school program. Funds from the U.S. Office of Education ESEA Title VII, ESAA Title VII, and School District 60 support the program, which involves 13 of the 29 elementary schools in the district and nearly 700 pupils. The 13 schools are schools which have a Title I qualification. They were selected for participation on the basis of (1) the desire of the school to implement a bilingual/bicultural program, (2) a high percentage of Spanish-surnamed students in the school (ranging from 57-96 percent), and (3) the desire of the community for a bilingual/bicultural program in the school.

Pupils involved in the first year of operation are kindergarten pupils. The five-year plan will extend through grade four in each of the 13 schools. In addition, the program includes this year first grade pupils at two schools which were funded to implement bilingual kindergarten programs last year. Also Head Start pupils at two schools which have been providing daily bilingual education activities on an unofficial basis are involved in a Bilingual Linkage program. All students at these grade levels are included in the program unless parents request that their child not participate. At most of the schools there are two kindergarten classes with approximately 20-30 pupils each. These classes meet in morning or afternoon sessions with the same teachers serving both classes. A list of the participating schools and the enrollment is shown in Appendix A.

Staffing for the classroom consists of: (1) an English-speaking

(monolingual) teacher, who in most cases was already placed in the project school as the kindergarten teacher in a more traditional, single-teacher situation; (2) a newly placed teacher who is bilingual in Spanish and English; (3) a newly placed bilingual teacher aide. Principals at the project schools have been closely involved in program planning and implementation.

The Bilingual Program is coordinated by a Project Director, classified as a Bilingual Specialist, from the District 60 Office. The Specialist provides technical assistance to the teachers and aides in the classrooms and to the principals who administer the programs in the schools.

The Bilingual Specialist is assisted by a secretary, and plans are underway to provide another professional to the Bilingual office.

Pueblo has a population of 97,453 (1970), with 118,238 in the greater metropolitan area. The Spanish-surnamed population comprises 31.5 percent of the population within the city proper.

Community recommendations for a bilingual/bicultural (Spanish/English) program provided impetus for developing the program. In addition, data from district-wide testing indicated academic achievement for Spanish-surnamed pupils which was consistently lower than district averages.

Application for funding for bilingual education has been made several times and small programs were implemented in several schools prior to the current program which began this year.

Program Goals

The needs to be met by the project are stated as follows in the funding proposal:

1. The children to be served by the project have a need to develop academic skills, especially in the area of language-related activities which more nearly reflect the potential of these children.

2. The children to be served by the program have a need to develop a more meaningful, identifiable, and enhanced self-image.

The two major goals of the program are:

1. To develop the students' full potential for success in school and society through a bilingual/bicultural approach to education.

2. To raise the level of awareness on the part of the students, staff, and community as to the importance of utilizing the total resources available for the education process.

Strong emphasis is placed on an oral language approach in Spanish and Engli h and on individualized instruction. Parent-community involvement and participation is also a major emphasis in program goals.

Program Assistance

The Institute for Cultural Pluralism[1] is contracted to provide the Pueblo Bilingual Education Program with the following activities:

1. Four four-day inservice workshops during the academic year.

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[1]The Institute for Cultural Pluralism in the School of Education at San Diego State University carries out program development and evaluation activities in multicultural education and administers the graduate program leading to a Master's Degree and a Specialist Credential in Bilingual/Cross-Cultural Education for the School of Education. In addition the Institute provides technical assistance to the U.S. Office of Education and to U.S. Office of Education funded programs in the area of Bilingual/Cross-Cultural Education.

2. Oral language testing (pretest and posttest) of all the children enrolled in the bilingual program.

3. Analysis of language samples on an individual pupil basis for the pretest, and assistance with the analysis of the oral language samples for the posttest.

4. Classroom visitations for the purpose of providing on-site assistance to the bilingual education personnel, and reinforcing learning introduced in workshops.

5. Evaluation of the bilingual program.

ORAL LANGUAGE ASSESSMENT

Rationale

The passage of the Bilingual Education Act of 1968 focused attention on the education of the culturally and linguistically different child. Activity in this field of education over the past decade has resulted in full documentation of the lack of educational achievement by minority groups and overwhelming agreement that language is a major factor which influences the lower achievement levels of the culturally and linguistically different child. There are, however, different schools of thought as to the nature of the language of the minority child and thus differing views on how to deal with that language.

Explanations, like those of Jensen[1], have been put forward suggesting that minority groups are naturally inferior. Proponents of the "deficit position" advance the theory that the language of the minority child is deficient and that his linguistic capacity in comprehension and productivity is not as advanced as that of a child from the middle class, mainstream population. The trend today, however, is toward accepting the "difference position" outlined by Williams[2], which argues that minority children do have comparably advanced linguistic capacity,

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[1] Arthur R. Jensen, "How Much Can We Boost I.Q. and Scholastic Achievement?", Harvard Education Review, 39 (1969, pp. 1-123).

[2] Federick Williams, Ed., Language and Poverty: Perspectives on a Theme (Chicago: Markham Publishing Co., 1970), p.5.

but that the language that they speak is different in many cases from that of the mainstream population. Inherent in the acceptance of the "difference position" is the realization that children from minority groups have different educational needs from those of children in the mainstream culture and that these needs should be met.

Recent court decisions[1] acknowledge the specialized needs of minority children through rulings which specify that "equal educational opportunity" for children of non-English speaking backgrounds must include instruction in their native language. These court decisions and other related civil rights investigations have brought bilingual education into more serious consideration by national, state and local authorities. State as well as federal funds are now available for new programs through the passage of legislation to support bilingual education.

The majority of bilingual programs now operating provide for instruction in Spanish and English. A number of programs have been started in Native American languages, French, Chinese, Portuguese, Japanese, and Tagalog. These programs provide instruction in English and another language in a variety of combinations, such as:

1. Initially providing all instruction in the language other than English.
2. Spending a fixed number of hours each day using each language.
3. Combining both languages within a given lesson.

In designing their curricula, many districts select one of these models

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[1]United States v. Texas (1972); Serna v. Portales Municipal Schools (1974); Lau v. Nichols (1974); Aspira v. Board of Education of the City of New York (1973).

to meet the needs of the school before determining the language needs of the students. As a result, too little attention has been given either to the degree of oral language development in either language, or to the relationship of the two languages for each pupil who begins bilingual instruction.

Normal children, when they enter school, have already mastered the language system of their homes. This means that they have internalized the phonological and morphological characteristics as well as the lexicon and structural features of that language. The problems which a child encounters in school are often determined by the degree to which his language system differs from the formal language of the school.

Traditional instructional practices fail to acknowledge the oral language systems which children bring to school by presenting the decoding phase of initial reading instruction in the language being taught before adequate oral language development in the formal spoken language of the school occurs. Children cannot benefit from this sequence of instruction because oral language proficiency is a prerequisite to mastering decoding skills. While the difference in the informal language of the home and the formal language of the school may be quite significant for the monolingual speaker, for the child from another language background, it can be the cause of traumatic experiences in school, resulting in delays in achievement and even failure.

In order to bridge the gap between the informal spoken language of the child's home and the formal language of the school, teachers must be more knowledgeable about the nature of language and how language is learned -- at home and in the school, as a first language and as a second language. Teachers must be aware of how language functions on different

occasions and how it varies to reflect local and regional dialects. Preservice and inservice programs as well as curriculum planning and materials development need to include this important basic knowledge area.

Secondly, educators must become aware of the differences between oral and written language. These differences are particularly great in English. For example, most native speakers of English know certain "rules" of usage such as adding -s or -es to a noun to form the plural. This rule is applicable, to written English. It is useful in learning to spell or write. However, in spoken, or oral English many noun plurals end in a -z sound; for example, boys, bags, dresses, tables, chairs. While these basic and regular characteristics are used without hesitation in everyday speech, training is needed to bring teachers to a conscious knowledge of these differences between oral and written language which affect almost every phase of language arts instruction.

If teachers are in fact going to develop pupils' oral language proficiency before introducing reading instruction in the language to be taught, they must acquire skills and methods for determining oral language proficiency on an individualized basis. In this way each pupil can receive instruction at whatever level he needs. Lessons can be prescribed for the specific phonological and grammatical features which language assessment shows that he does not use. Initial language assessment will also provide a basis for measuring pupil progress throughout the year.

These considerations apply in any schoolroom. As mentioned above, even monolingual children will have a broad range of variance in their spoken language from the formal language system of the instructional program. For the bilingual, bidialectal, or bicultural child, these differences can be quite dramatic. He faces the possibility of bilingual

interference in speaking two languages fairly comfortably; that is, he may experience confusion between specific sounds or structures in the two. He also may come from a background in which there are two languages but he may not have proficiency in both, or in either of the languages. Too often in bilingual education programs assumptions are made about pupils' language ability because of their surnames or because they speak heavily accented English. In order to provide realistic language instruction for children, it is necessary to determine their oral language dominance, comprehension and internalized linguistic structures on an individualized basis.

Description of the Instrument

In order to provide a diagnostic analysis for individual students in the Pueblo Bilingual Education program, the Gloria and David Oral Language Assessment: Spanish/English Version was given to each pupil in the program.[1] This assessment is a sentence repetition task. It is individually administered through the use of a specially designed machine (Sentinel 16 by LaBelle) which uses a filmstrip cartridge illustrating the activities of two children, Gloria and David, while a model voice provides sentences related to each illustration. The student hears the model through a headset and is to repeat each sentence as he hears it. The model sentences are permanently recorded with a time lapse between

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[1] The Gloria and David Oral Language Assessment was developed by Language Arts, Inc. Austin, Texas. The Institute for Cultural Pluralism has conducted over a period of several years studies about the use and reliability of the instrument. These have been carried out with the assistance of Teacher Corps, U.S. Office of Education.

each one. As the pupil repeats into a microphone, his performance is recorded on tape. The recording time is nine minutes.

Two versions of the assessment are available. The Spanish/English version contains 25 sentences in each language. A list of these sentences is shown in Appendix C. The English version contains 40 sentences. These assessments were orginally developed as mastery tests for units in the instructional packages which utilize this equipment, The Gloria and David Beginning English Series and The Gloria and David Beginning Spanish Series. Content analysis showed that these tests had enough items for evaluating Spanish and English oral language within specified limitations.

While the instrument is commonly used with pupils at the K-2 levels, it has been used effectively with pupils in junior high school, especially when the pupil's proficiency in one of the languages on the bilingual version is relatively unknown.

A major advantage of repetition is that features of particular interest to the teacher are already known to be in the assessment instrument. Analysis is more efficient than searching a record of free speech for a possible chance use of a certain phoneme or syntactical situation. (See References for work by Baratz on repetition.) Use of the audio-visual equipment provides two advantages in that the stimulus provided to the pupil is standardized, and there is little effect of interaction with the examiner. Most pupils enjoy the idea of wearing the headset and making a recording, and the illustrations serve to keep their attention on the task. The cassette recording is useful in that it can be listened to as many times as needed and oral language analysis can be made in private, as opposed to tests where scoring is done or notes

are made while the evaluator must give some of his attention to interacting with the student.

Reliability of the Assessment

Special application of the assessment to "language different" pupils (ethnic background or socioeconomic level-influenced language differences) was examined by Natalicio and Williams (1971)[1]. A group of 15 experts in child language and social dialects evaluated 10 Black language samples of the Gloria and David Oral Language Assessment (grades K-2, San Antonio, Texas). A separate group evaluated 10 Mexican American samples of the bilingual test. A seven-point semantic differential scale was used for evaluation of language dominance, comprehension, production, phonology, intonation, inflection, syntax[2], language pathologies and predictions of reading achievement. Experts were also asked to indicate specific features which supported the ratings made. Coefficients of congruence of the scale ratings indicated high reliability (.90 to 1.0)

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[1]Natalicio, Diana S. and Frederick Williams. Repetition as an Oral Language Assessment Technique, Center for Communication Research, The University of Texas at Austin, 1971. Also available, Educational Research Information Clearinghouse (ERIC).

Natalicio, Diana S. and Frederick Williams. "What Characteristics Can Experts Reliably Evaluate in the Speech of Black and Mexican American Children?" Tesol Quarterly, Vol. 6, No. 2, June, 1972.

[2]These terms in regard to this study are defined as follows: production--the overall language performance, including phonology, inflection, syntax, intonation; phonology--the use of the sounds which make up a given language; intonation--the pattern of pitch or stress with which a sentence is pronounced; inflection--adding to or altering a word to indicate grammatical function, i.e. adding "s" to indicate plural; syntax--the way words are combined to form phrases and sentences.

in most areas, moderate reliability (.80 to .90) in 3 areas in the Black language study, and low reliability in the areas of intonation, pathologies and reading achievement for both groups. (The last two items were yes-no questions, rather than seven-point scales.) These coefficients are shown in Appendix B. Also specific features of language performance used to make the ratings showed a high degree of consistency.

Although the statistics referred to above are basically measures of reliability, certain additional evidence suggests that this reliability also indicates validity of the test instrument within the scope of the language forms elicited by the Gloria and David Oral Language Assessment. The high reliability statistics on 11 of the 13 language areas which were rated indicates almost perfect agreement in evaluations of each child's ability in each area relative to his ability in the other areas. Since the raters in this case are indeed experts, such high agreement among ratings indicates validity. Furthermore, examination of the mean ratings assigned on each scale to each child shows that the ratings were highly differentiated within each child's performance and between children. That is, there was no apparent tendency to rate a given child's performance as about the same for all scales or to rate all of the children similarly. Thus, high agreement among experts on highly differentiating ratings is interpreted as an indication of validity.

A further indication of validity of the instrument comes from agreement among the experts regarding the aspects of the children's responses which supported the ratings they were assigned. Tabulations of specific aspects of performance which influenced scale ratings for a given child indicated that in those areas which provided high reliability among evaluators, there was additionally a high degree of

consistency in terms of elements of performance used to make the scaled judgments. Those scales which were not highly reliable also were accompanied by a lack of consistency in supporting comments.

The results of this research suggested that those aspects of oral language performance which show high reliabilities among independent expert evaluators are those aspects which might successfully be employed as the basis for training teachers in making oral language evaluations which could then be used for purposes of prescription for their own pupils.

Prescriptive Analysis of the Assessment

Content analysis of the two tests shows that all phonemes of Spanish and all phonemes of English, except /ǰ, y, ž/, are represented in the sentences. Many diphthongs occur, and vowel and consonant phonemes occur in a good variety of combinations. Consonants occur pre-vocalically, intervocalically and postvocalically; vowels occur in stressed and unstressed positions. Verbs are all in the third person, present tense. Pronouns, plurals and possessives are represented, and most features are repeated often enough for valid observation of performance.

Numerical scores are not derived from the assessment. Instead, an individualized language profile is provided for each pupil. Using a checksheet of the sentences which the model says, the evaluator builds a transcription of the student's performance, marking out words or parts of words which the student omitted and writing in any substituted sounds or words above the sentence. Analysis of the performance indicates grammatical features and specific sounds which the student does not

handle well. In addition, the language profile will indicate language dominance, and comprehension in each language.

Procedures

Two Institute for Cultural Pluralism staff members made recordings of each pupil in the program using the Sentinel 16 described above. These were made during a two-week period approximately one month after the beginning of the school year. The two examiners worked at separate schools with three sets of testing equipment each. The equipment was set up in each school building on the afternoon before the assessments were made. A separate room was designated for the testing -- an empty classroom, storeroom or conference room, and pupils were brought from the classroom by the teacher aide in groups of five of six. Instructions were given to the pupils twice. The examiner spent a few minutes in the classroom with the class as a whole and explained the task to the entire group. The instructions were given again as each pupil was seated at the testing equipment. Also, the initial part of each performance was monitored through headphones for a further check that the student had understood the task. If the pupil was not repeating at all, the sequence was stopped for further discussion with him. In a few cases, a pupil did not want to participate. If several requests by both the examiner and the aide or teacher brought the same response, he was allowed to return to the classroom.

Pupils tested were: all pupils who were enrolled with parent permission in the program in the two kindergarten classes (morning and afternoon) at each of the 13 program schools and in the two first grade

classes at Eastwood and Fulton Heights. Also pupils in the Head Start Linkage Program and Preschool pupils at two schools (Fountain and Irving) were tested while the equipment was at these schools. The number of pupils tested was as follows:

	Total Enrollment	Total Absent	Total Non-Participating*	Total Tested
Title VII Program	702	26	9	670
Head Start and Preschool	83	6	15	62
	785	32	24	732

Oral Language Assessment Data

The major goal of the Oral Language Assessment was the individual student profiles which the teacher received. These consisted of the checksheet described above and a one-page profile of the information shown on the checksheet. Copies of these are displayed in Appendix C.

In addition each team of teachers received a booklet of charts which listed features which occurred most often on the student profiles. Each student's name was listed on the chart and an "x" intersecting the column for a specific sound or grammatical characteristic indicated that the pupil needed instruction in this language area. Since small group, individualized instruction is a part of the program, these charts are designed to help in planning language instruction. Copies of these

*Pupils who were brought to the testing situation, but after several requests did not want to perform the task.

forms are shown in Appendix D. A key accompanying each booklet referred to material presented in workshop meetings on contrastive analysis of Spanish and English.[1]

Teachers also received the pupils' cassette recordings. Sessions in the third workshop will utilize some of these cassettes to train teachers to analyze oral language performance in preparation for evaluations which they will perform. Appendix E lists pupils' dominance by school. Examination of the instructional profile charts indicates that most pupils tested were English dominant with many instances of phonological or grammatical substitutions which are examples of Spanish interference -- that is, Spanish language influences on the speaking of English.

Evaluation Ratings-Sample of 100 Kindergarten Pupils

In order to get more descriptive information on the pupils involved in the program, a sample of 100 kindergarten pupils was submitted to additional analysis. Tapes were selected at random from each school, with the number selected from each school determined by the kindergarten enrollment in the school in proportion to the total kindergarten enrollment in the program.

The cassette tapes were evaluated using the seven-point semantic

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[1]It should be noted that the class charts focus on English features only. Due to the wide range of ability in Spanish, with many pupils at a very limited level of production, teachers were encouraged to go directly to the data sheets and the cassette recording themselves to find out how much Spanish the pupil did know, rather than listing features he did not know.

differential scale which had been used in the Natalicio-Williams study (1971) described above. Characteristics evaluated were those used in that research with intonation omitted because of the low reliability estimates for this feature. One more area was evaluated in English than in Spanish -- inflection. One item from the questionnaire is shown below:

A. How would you rate this child's overall mastery of the phonology of Spanish?

Good ____: _____: _____: _____: _____: _____: _____ Bad

B. On which particular aspects of this child's performance did you base the above rating?

Aspect	As in:	Aspect	As in:
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Ratings were made by two evaluators. These two evaluators initially performed evaluations of 20 duplicate language tapes in order to compare their ratings.

Tallies of the ratings are shown in Table 1. Each row in the table reflects 100% and is to be interpreted separately from every other row. For example, Spanish Production shows 45% of the pupils at the lowest rating; 34% are at the next lowest rating ("6" on the scale); 7% are at the next higher level, and 1% is at the middle rating. Above the middle rating in the "good" range are 8%, 1% and 3%.

Examination of all ratings shows that pupils' performance is higher

Table 1

PUEBLO BILINGUAL EDUCATION PROGRAM:
ORAL LANGUAGE ASSESSMENT SEMANTIC
DIFFERENTIAL EVALUATION RATINGS
OF 100 KINDERGARTEN PUPILS,
OCTOBER, 1974

Language Characteristics	Frequency of Scaled Ratings						
	Bad 7	6	5	4	3	2	1 Good
Spanish Dominance	53%	34%	07%	01%	01%	01%	02%
Spanish Comprehension	48%	36%	08%	01%	03%	01%	02%
Spanish Production[1]	45%	34%	07%	01%	08%	01%	03%
Spanish Phonology	21%	12%	17%	23%	20%	03%	02%
Spanish Syntax	60%	24%	07%	01%	03%	02%	02%
English Dominance	0%	0%	0%	07%	14%	37%	42%
English Comprehension	0%	0%	0%	02%	09%	15%	74%
English Production	0%	0%	02%	05%	17%	43%	33%
English Phonology	0%	01%	07%	07%	21%	41%	22%
English Inflection	01%	02%	02%	10%	13%	24%	48%
English Syntax	0%	02%	03%	03%	17%	26%	48%

[1]See page 11 for discussion of areas rated.

in English than in Spanish. Within each language group, English Comprehension is the highest. This is not suprising that pupils at kindergarten age level would have high comprehension and that their production would not be as fully developed. The fact that English Phonology shows lower ratings than the other English areas reiterates the information received from the individual student profiles indicating many Spanish phonological influences.

The ratings in Phonology for the Spanish area are of interest also. While the other areas are consistently on the low side of the scale, the Phonology ratings show a higher profile, with 23% at the middle rating and 20% at the next higher rating. This would indicate that many of the pupils who are not bilingual are familiar enough with the sounds of Spanish to produce them to some extent, without being able to repeat full sentences or to produce complex syntax.

Discussion

It can be generalized from this study that the Mexican American children in the current bilingual program in Pueblo have nearly lost the Spanish language as a means of communication and yet the influences of Spanish are there in terms of affecting English language usage and therefore affecting the potential for success in the traditional schoolroom.

The Pueblo Bilingual Education Program is based on the linguistic strengths and needs of the children in the program as determined by individualized oral language assessment. The program emphasizes improvement of self concept, individualized instruction and intensive oral language

development in both Spanish and English. An additional emphasis is a strong parent-community involvement and recognition of the home and community of the children as significant learning environments. The individualized assessment should foster achievement of these goals in a meaningful way.

INSERVICE TRAINING

Workshop I

The first workshop was held prior to the beginning of the school year (August 23-27, 1974). Since much of the staff for the program was newly hired especially for the bilingual classes, it provided, in addition to the training, the opportunity for members of the school teams (monolingual teacher, bilingual teacher, teacher aide, and principal) to meet each other and get acquainted. Since the workshop days were not part of the school calendar, participation was on a voluntary basis for teachers and aides, with the district paying for the time involved. Participants included staff and principals from the 13 schools in the program, as well as 50-60 other participants. These were: language and curriculum specialists; staff from Head Start Bilingual Linkage programs, from other schools in the district and in Colorado Springs; college students; parents from some of the schools in the program; and District 60 central administration staff. The workshop met for four days and extension credit was available from three institutions.

The objectives of the workshop are shown below. They are part of the teacher training model developed for Teacher Corps (U.S. Office of Education) by the Institute for Cultural Pluralism. This model -- Community, Home, Cultural Awareness and Language Training (CHCALT) -- is being implemented by the Institute at San Diego State University as the Bilingual/Cross-Cultural Specialist Credential program, with a Master's degree option.

Workshop Outline

Session A: Philosophical Background

Objective:

To provide participants with a multi-disciplinary theoretical framework for understanding the dynamics of culture in general.

Activities:

Presentations on culture from the perspectives of anthropology, sociology, psychology, aesthetics, linguistics and history and on factors which determine the development of different cultural behaviors, beliefs, and feelings.

Session B: Sociocultural Awareness

Objective:

To provide school personnel in the bilingual program with skills that will enable them to participate in a meaningful manner in the home and community activities of their pupils in the program.

Activities:

1. Panel discussion by community parents on the attitudes and values which are characteristic of the Mexican American people in Pueblo.

2. Field visits by school teams to the school communities.

Session C: Oral Language and Oral Language Assessment

Objectives:

1. To provide participants with an understanding of the cultural and community context of children's language and the role of language as a means of communication, transmittal of culture, and sociocultural identification.

2. To examine the linguistic interference between English and Spanish.

3. To examine an Oral Language Assessment technique.

Activities:

1. Introduction to child language and language acquisition.

2. Discussion on the development of first and second languages.

3. Discussion on social and regional dialects.

4. Examination of phonological and morphological differences between English and Spanish.

5. Discussion and demonstration of the oral language assessment to be used in Pueblo.

6. Exercises on analysis of oral language samples.

Session D: Diagnostic and Prescriptive Strategies for Bilingual Education

Objective:

To examine instructional strategies for bilingual education.

Activities:

1. Individualized instruction techniques.

2. Team teaching.

3. Management and organization methods.

4. Language techniques in the affective domain.

5. Bilingual teaching strategies.

Workshop Questionnaire

The last two days of the workshop were attended by 65 people. (Most visitors from other schools and districts were involved only in the first two days of meetings.) An evaluation questionnaire was given to participants at the end of the last session. Responses to items for which participants marked a scale indicated that participants were more interested in practical techniques than in theory. Two questions asked participants to list the three theoretical aspects of the program most appreciated and the three practical technique aspects most appreciated. Many responses listed the

same aspects under theory and practical technique. Because the questionnaire was highly open-ended, many responses were difficult to identify as relating to a particular presentation or topic. For this reason, exact tallies are not shown here. A summary of the responses is shown in Appendix F.

Attitude Questionnaire

Participants were given a one-page pretest as they registered for the workshop on the first morning. Nine statements about language and cultural awareness were listed and the participant was to mark his own response to the statement in one of five columns marked: Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. Six of the items were stated positively; that is, they were items which "strongly agreed" with concepts which were central to the workshop presenters' own philosophies. The other three were "strongly disagree" items.

These same items were included in the evaluation questionnaire at the close of the workshop. Table 2 shows that on every item participants moved in the desired direction in their attitudes toward these statements.

Workshop II

Evaluation comments from the initial workshop provided input for planning the second four-day series of inservice meetings held November 18-22, 1974. Two other sources for planning were:

1. The analysis of the oral language assessment made during the first month of the school year.

Table 2

PUEBLO BILINGUAL EDUCATION PROGRAM:
WORKSHOP I ATTITUDE QUESTIONNAIRE, AUGUST, 1974

Questionnaire Item		SA*	A*	U*	D*	SD*	
Teachers should have tests in their classrooms for assessing language abilities and understanding of different cultures.	Pre	27%	41%	9%	17%	5%	+
	Post	45%	52%	2%	2%	0%	
Self-Concept is a primary element in the education of children.	Pre	63%	32%	4%	0%	1%	+
	Post	87%	13%	0%	0%	0%	
Sociocultural awareness and home and community based educational strategies should be a part of a teacher's classroom preparation program.	Pre	39%	60%	1%	0%	0%	+
	Post	49%	48%	3%	0%	0%	
No reading program for disadvantaged children will be effective unless it takes into consideration the child's spoken language habits.	Pre	52%	44%	3%	1%	0%	+
	Post	66%	31%	2%	2%	0%	
If a child's home language is vernacular Spanish/English mix, you should communicate with him in standard Spanish.	Pre	0%	15%	35%	41%	9%	
	Post	2%	10%	24%	49%	16%	
Children from a monolingual English background have highly developed abilities in oral English at the time reading instruction begins.	Pre	1%	29%	25%	36%	8%	+
	Post	13%	48%	8%	27%	5%	
Children should be forbidden to use dialect English in School.	Pre	0%	4%	17%	57%	21%	
	Post	3%	3%	6%	43%	44%	
Even though children from bilingual/bidialectal backgrounds may have low development of standard oral English, reading instruction can proceed as with other children.	Pre	3%	24%	8%	55%	11%	
	Post	3%	24%	3%	40%	30%	
Oral Language diagnosis, language behavior objectives, and instructional strategies are highly significant elements in cross-cultural education.	Pre	25%	65%	9%	0%	0%	+
	Post	46%	49%	8%	0%	0%	

+: Indicates item for which agree or strongly agree would be considered an appropriate answer.

* SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

2. Consultations with the project director regarding general needs of the program staff.

On the basis of these observations, the following areas were identified for the workshop presentations:

1. Results of the oral language assessment.
2. Self-awareness and team communication techniques.
3. Team teaching techniques and small group processes.
4. Teacher made materials.
5. Spanish language development.
6. Music for bilingual instruction.

The workshop was held on four consecutive school days. Participation was generally limited to the members of the school teams -- bilingual teacher, monolingual teacher, teacher aide.

A substitute teacher was provided for each school for the four days. A copy of the workshop program is shown in Appendix G.

Workshop Questionnaire

Evaluation questionnaires were completed at the end of the last workshop session. Each presentation was to be evaluated in terms of whether it was interesting, whether it was helpful and whether it would quickly enter into the participant's teaching. Presentations are listed in Table 3 in the order in which they occurred in the workshop.

Tallies were made within four groups: bilingual teacher, monolingual teacher, teacher aide, and miscellaneous (observers and identification unmarked). Some differences among groups can be observed. Teacher aides tended to respond, in general, more positively than both groups of teachers,

Table 3

PUEBLO BILINGUAL EDUCATION PROGRAM: EVALUATION OF INDIVIDUAL PRESENTATIONS BY PARTICIPANTS IN INSERVICE WORKSHOP II, NOVEMBER, 1974

Presentation	Item	Response Frequency[1] BIL	MON	AIDE	MISC
ORAL LANGUAGE ASSESSMENT DATA	Very Interesting	1	8	12	7
	Interesting	8	5	3	2
	Uninteresting				1
	Very helpful	4	7	10	7
	Helpful	3	4	2	
	Not helpful	2	2		1
	Quickly enter my teaching	5	7	9	5
	Probably enter my teaching	3	3	3	3
	Probably not enter my teaching		2		2
HUMAN RELATIONS & COMMUNICATION, Norman Chambers	Very Interesting	10	13	14	9
	Interesting			2	1
	Uninteresting				
	Very helpful	9	11	11	7
	Helpful	1	1	2	1
	Not helpful				
	Quickly enter my teaching	8	11	10	7
	Probably enter my teaching	2	1	4	3
	Probably not enter my teaching				
TEAM TEACHING & SMALL GROUP PROCESS, Dolores Lawler	Very interesting	6	5	12	6
	Interesting	3	7	4	4
	Uninteresting	1	1		
	Very helpful	3	4	10	5
	Helpful	6	8	4	4
	Not helpful	1	1		
	Quickly enter my teaching	2	3	7	3
	Probably enter my teaching	6	8	6	6
	Probably not enter my teaching	1	2		
LOCAL DIALECTS OF SPANISH, Bill Miera	Very interesting	3	3	5	5
	Interesting	5	7	6	5
	Uninteresting	2	3	3	
	Very helpful	3	2	1	5
	Helpful	5	6	7	3
	Not helpful	2	4	2	
	Quickly enter my teaching	2	1	2	3
	Probably enter my teaching	5	4	6	6
	Probably not enter my teaching	2	6	3	

[1] N=Bilingual Teachers (BIL)-10, Monolingual Teachers (MON)-13, Teacher Aides (AIDE)-16, and Miscellaneous Participants (MISC)-10.

Table 3 Continued

Presentation	Item	Response Frequency BIL	MON	AIDE	MISC
USING MUSIC IN BILINGUAL INSTRUCTION, Ramón Sánchez	Very interesting	9	11	14	9
	Interesting	1	2	1	1
	Uninteresting				
	Very helpful	8	9	12	7
	Helpful	2	4	1	1
	Not helpful				
	Quickly enter my teaching	8	7	9	8
	Probably enter my teaching	2	5	2	2
	Probably not enter my teaching				
DEVELOPING ORAL LANGUAGE MATERIALS & SPANISH AS SECOND LANGUAGE, José Córdova	Very interesting	7	8	14	8
	Interesting	3	4	2	2
	Uninteresting		1		
	Very helpful	7	7	10	7
	Helpful	3	5	2	2
	Not helpful		1		
	Quickly enter my teaching	7	6	6	6
	Probably enter my teaching	3	5	5	4
	Probably not enter my teaching		1	2	
TEACHER MADE MATERIALS, Rosalie Martínez	Very interesting	6	10	13	8
	Interesting	4	3	2	2
	Uninteresting				
	Very helpful	8	10	11	7
	Helpful	2	3	2	2
	Not helpful				
	Quickly enter my teaching	6	10	7	6
	Probably enter my teaching	3	3	4	2
	Probably not enter my teaching				1
SPANISH AS A SECOND LANGUAGE, Dan Martínez	Very interesting	1	8	5	4
	Interesting	8	5	5	3
	Uninteresting			1	
	Very helpful	2	5	6	6
	Helpful	5	7	4	4
	Not helpful	1		1	
	Quickly enter my teaching	1	6	3	5
	Probably enter my teaching	5	6	5	4
	Probably not enter my teaching	3		1	
TEACHING LANGUAGE WITH RHYTHM, María Romero	Very interesting	8	12	4	7
	Interesting	2	1	1	3
	Uninteresting			1	
	Very helpful	8	8	2	6
	Helpful	2	4	2	2
	Not helpful			1	
	Quickly enter my teaching	4	7	1	5
	Probably enter my teaching	6	5	5	5
	Probably not enter my teaching			1	

and monolingual teachers indicated that they found some of the language presentations more interesting than did the bilingual teachers.

Comments about each presentation are listed in Appendix H. Comments included many specific references to presentations that were well liked or were not relevant. Requests for future sessions included: more time to make materials, Spanish language training, Mexican dance instruction, tapes and/or sheet music for presentations of songs, more exchange among teachers in the project, and more community participation in the workshop.

INTERIM EVALUATION OF THE PROGRAM

Process Objectives

Management and Communication Processes

The following items summarize activities performed by the project staff (i.e. project director) through December, 1974.

Communications within Project

1. Monthly staff meetings of bilingual program staff have been held. These were in addition to the two inservice workshops for staff in August and November.

2. Site visits have been made one or more times per month to each school. Additional visits and conferences were held in several schools where staff problems required special attention or other assistance was requested.

3. Information memos and copies of materials and bibliographies are regularly distributed to project schools.

4. Regular meetings with Title VII Advisory Board attended by project director.

5. Staff exchange visits between schools for some teachers and aides have been arranged.

Communications within District

1. Regular meetings held with Director or Assistant Director of Elementary Instruction.

2. Information meeting held in September with District Specialists (curriculum, language, science, etc.)

3. Regular planning meetings held with Community Liaison Advisor.

4. Monthly planning meetings held with Head Start Linkage staff to coordinate their participation in bilingual program.

5. Met in information and planning session with District Superintendent, October.

6. Attended state funding application planning meeting with non-project elementary school Principals with 25% Spanish-surnamed enrollment.

Communications with Community

1. Information presentations made at each Pueblo community center.

2. Met in planning session with community representatives for state bilingual education funding application.

3. Interviews held resulting in six newspapers articles, two television programs, and one Spanish language radio program on program goals and activities.

4. Attended monthly meetings with Pueblo Congress of Hispano Educators; participation on Special Committee.

5. Attended monthly meetings with Pueblo Democratic Chicano Caucas.

6. Community program presented at Hyde Park School.

7. Community persons participated in data gathering in Pueblo for statewide questionnaire survey on bilingual education.

8. Meetings with Southern Colorado State College professors involved in bilingual education and Spanish language instruction.

State and National Communications

1. Hosted observation visit from Colorado Department of Education -- visited schools and Eastwood Community Center

2. Hosted observation visit from HEW team.

3. Attended meetings: Colorado Association for Bilingual/Bicultural Education; Colorado Springs bilingual education teachers' workshop; Quality Education Conference in Civil Rights, Bilingual/Bicultural Education emphasis, Southern Colorado State College; third annual Bilingual/Bicultural State Conference, Alamosa; Title III Bilingual Innovative Program Evaluation, La Salle, Colorado; Colorado Association of Bilingual/Bicultural Education, panel presentation.

4. Hosted information exchange visits from Title VII Project Directors Salt Lake City, Utah, and La Salle, Colorado.

5. Participated in drafting of bilingual education bill for Colorado legislature.

Management Planning

1. Four planning meetings held with Institute for Cultural Pluralism management consultant; training was provided in management by objectives and linear responsibility charting.

2. Time-Budget Matrix developed for program activities and objectives for the school year.

3. Linear Responsibility chart developed for program activities.

Management Process Control

1. Teachers and principals received instruction at preservice workshop in management by objectives and linear responsibility charting.

2. Monthly staff meetings have been held with project staff; monthly site visits to project schools have been made with additional visits on request; regular memos keep staff informed on procedures.

3. Four-day inservice workshop in November included sessions on team planning; each school team met in a working session or met with another school to discuss planning and responsibility assignment procedures.

4. Reports requested from each school staff on procedures and status of specific responsibility areas; i.e. home visits to parents.

Product Objectives

Status of Product Development

Program objectives stated in the proposal for funding submitted by Pueblo District 60 to Title VII fall into these areas: Student, Staff, Community, and Dissemination.

Student Objectives - Bilingual Education Program Proposal, District 60.

1. At the end of the kindergarten program, 80% of the students will increase their knowledge of Spanish oral language equal to one year's growth or better.

2. At the end of the kindergarten program, 80% of the students will increase their knowledge of English oral language equal to one grade equivalent or better.

3. At the end of the kindergarten program, the students will make a statistically significant increase in their Spanish oral language skills as measured by teacher-developed criteria using cassette tape recordings pre and post.

4. At the end of the kindergarten program, the students will make a statistically significant increase in their English oral language skills as measured by teacher-developed criteria using cassette tape recordings pre and post.

5. At the end of the kindergarten program, the students will respond positively to the school environment as measured by increased attendance, and greater classroom and program participation.

6. At the end of the kindergarten program, the students will respond positively to the school, to peers, and to teachers as measured by a staff-developed instrument.

7. At the end of the first year program, the students will demonstrate psychomotor activities equal to their age level norms on the President's Physical Fitness test.

Discussion

Spanish and English oral language assessment of pupils in the program was carried out in October, 1974, as described above. Sessions in the two training workshops in August and November dealt with oral language characteristics and contrastive analysis of Spanish and English language features. Other sessions dealt with Spanish grammar and vocabulary characteristic of Pueblo and oral language development activities.

The third workshop, which will be held in late January, will focus primarily on oral language analysis, as training for a posttest assessment to be performed by the bilingual program staff at the end of the school year.

Psychomotor tests and self-concept tests have not been given to date.

Staff Objectives - Bilingual Education Program Proposal, District 60.

1. Teachers will establish the "buddy system" of instruction whereby the Mexican-American student will aid the Anglo in Spanish and the Anglo student will aid the Mexican American in English.

2. Teachers and teacher aides in the program will speak English and Spanish in the classroom.

3. Teachers will develop room displays appropriate to both the Mexican American and the Anglo cultures.

4. Teacher aides will assist teachers in working with students on individual bases.

5. During the year, regular planning sessions will be held involving teachers and teacher aides concerning teacher strategies, materials, content, and amount of time used in implementing the various aspects of the program.

6. Teachers will work with students in the area of physical fitness.

7. Teachers will be aware of each student's perception, auditory and speech capabilities and limitations.

8. Project staff will increase their awareness and understanding of the bilingual student.

9. Project staff will regularly work with regular teachers in reviewing the concepts of the bilingual program.

10. Staff will be encouraged to secure college graduate credit in courses related to Spanish culture and Spanish instruction.

11. Project staff will make home visitations to students enrolled in the program.

12. Selected staff meetings will focus on information regarding the bilingual/bicultural students.

13. Pre- and in-service sessions will be held for project personnel.

14. Staff personnel will develop curriculum materials for kindergarten and first grade during the 1974-75 school year.

15. Staff personnel will develop supplementary materials in both English and Spanish.

16. Staff personnel will develop a list of community resource people.

Other Staff Objectives - Bilingual Education Program Proposal, District 60.

1. All elementary staff members will become aware of the need for bilingual education programs.

2. All elementary staff will increase their understanding of the bilingual educational program.

3. Units on Mexican-American culture will be taught as a part of the social studies program in all elementary classes.

4. Regular classroom teachers will visit the bilingual program on a released-time basis.

5. Staff will be encouraged to secure college graduate credit in courses related to Spanish culture and Spanish instruction.

6. Selected staff meetings will focus on information regarding the bilingual/bicultural students.

Discussion

The training workshops have included several sessions on team teaching, dividing responsibility, and involving the teacher aide.

Site visits by project director, Institute staff and others show that both Spanish and English are used regularly in the project classrooms and that room displays in Spanish and English and appropriate to Mexican American and Anglo cultures have been made in all classrooms.

Staff development activities, in addition to workshops described above, include a one-day teacher aide workshop in October, a district-sponsored Mexican dance class in October and a dance class beginning in January at the Pueblo Arts Center. Plans are being made for a Spanish conversation and grammar class.

Visits to the homes of pupils in the program have been made by project teachers and aides. Reports of these visits are being submitted in January to the project director.

Teacher-made materials were displayed at the November workshop and selected teachers have attended workshops in Colorado and in Tucson, Arizona. Teachers have requested more materials-making sessions.

Monthly staff meetings and memos provide staff with information about the bilingual/bicultural program and implementation strategies.

Exchange visits have been arranged for teachers or aides to visit other schools in the program to observe strategies and exchange ideas.

Dissemination Objectives - Bilingual Education Program Proposal, District 60.

1. Monthly meetings of advising board members will be open to the public.

2. Regular small group meetings (four or less) will be held to encourage parent participation.

3. Speakers will speak to community groups regarding the bilingual program.

4. Regular news releases will be made in regard to information about the bilingual program.

5. A sound/slide presentation will be developed regarding the program.

6. Visitations from other districts will be encouraged.

7. Close liaison with the Colorado Department of Education and the United States Office of Education will be maintained.

8. Final program assessments will be distributed or made available to the USOE, CDE, Community Organizations, Board of Education, and schools -- both those involved in the project and other schools in the district.

9. Close liaison will also be maintained with other bilingual programs in the state and region.

Discussion

Communications within various groups are described above under Process Objectives. In addition, a booster organization of community members has been formed by interested persons who want to support the bilingual education program and disseminate information about it. A committee of teachers is also developing an information booklet describing the program.

Non-project principals and teachers attended the preservice workshop in August, and principals met with the project director to plan for bilingual education in their schools.

Community Objectives - Bilingual Education Program Proposal, District 60.

1. The community will participate in the bilingual/bicultural program.
2. Parents will increase their participation in the school program.
3. The community will become more aware of the bilingual program.
4. Monthly meetings of advising board members will be open to the public.
5. Regular small group meetings (four or less) will be held to encourage parent participation.
6. Speakers will speak to community groups regarding the bilingual program.
7. Regular news releases will be made in regard to information about the bilingual program.

Discussion

Parents have been working in each classroom on a volunteer basis and each team has made visits to the home. The project director has visited community centers and eight community representatives spoke on a panel in the August workshop. One of these parents registered for the workshop and attended all sessions then and in November. Newspaper articles and television and radio segments have provided information about the program in Pueblo.

Summary

Strong efforts are being made to accomplish both product and process objectives in each area. The accomplishments to date are commendable, especially in the light of the staffing structure of the program and the small amount of lead time between hiring the project director and the initiation of the program in August with the preservice workshop. In addition, the district's decision to build the program on oral language assessment data necessarily indicated that full developmental direction would be held until after the assessment information was available.

Those areas in which little or no progress has been made include: the development of self-concept tests, measurement in self-concept and psychomotor skills, development of materials, involvement of non-program staff in bilingual education and organization of small group meetings to encourage parent participation.

Because most of these areas involve major developmental work, it is unlikely that the project director with her extensive communications and management duties, will be able either to accomplish them during the project year or to provide direction for teachers to accomplish them along with their assigned duties. Further discussion of needs along this line is included in the following section.

CONCLUSIONS AND RECOMMENDATIONS

The format of the Pueblo Bilingual Education Program is as follows: the bilingual program is currently designed as a five-year program, beginning at the kindergarten level in 13 schools. One grade level will be added each year. Staffing involves an English-speaking Anglo teacher, a Mexican American teacher who is bilingual in Spanish and English, and a bilingual teacher aide in each classroom. Instruction is provided by the two certified teachers, and aides are involved in planning and in instructional activities. A bilingual project director and a bilingual secretary comprise the administrative staff.

Instructional Component

To school administrators, teachers, and many Americans, the role of education is to prepare pupils to function in the English-speaking society of America. Languages other than the socially accepted regional dialects of American English have traditionally enjoyed a relatively low status in American society. The native languages spoken by Europeans who came to this country in search of a better life virtually disappeared as families eagerly learned English and assimilated into the socio-economic mainstream of American society.

The American schools have succeeded well in "Americanizing" those groups who have been willing to be "Americanized". However, they have failed with those groups who have not been willing to assimilate and have held to their linguistic and cultural ties as is the case with the Mexican American. Further, they have often penalized these groups for

these ties. Not until the demands for equality by minority groups began to threaten the American society did legislative, judicial and educational institutions begin to respond to the cultural diversity in American society.

The Bilingual Education Act provided for nonspeakers of English to receive instruction in their native language. Some states have introduced and adopted similar legislation. Recent court rulings held schools in violation of children's civil rights for failure to provide instruction in their native language.

Although many schools are developing bilingual education, the programs for the most part are compensatory in nature and are not an integral part of the school design. They ignore the potential that bilingual education offers for uniting the various cultural groups of America as positive contributors to a dynamic culturally pluralistic society through the strengths of their individual languages and cultures.

A bilingual/bicultural education program which will move away from the compensatory education model toward a positive recognition of cultural pluralism inherent in our society will work from these basic premises:

> —That instruction in two languages provides first, a greater opportunity for academic success when instruction is provided in the native language, and second, an opportunity for enrichment through second language learning. For the native Spanish speaker, second language learning is essential to his economic and social success in an English-speaking country. For the native English speaker who lives in the Southwest where Spanish is endemic to that segment of society, and where there exists commercial exchange and cultural ties with Mexico, Spanish instruction provides him the opportunity to: (a) develop greater understanding and respect for those who speak a different language; (b) enjoy a wider cultural and economic advantage as an adult; (c) obtain, as a student of language, a distinct pedagogical advantage provided by utilizing the similarities between Spanish and English to reinforce learning in each.

--That instruction which includes aspects of two cultures can provide all of the students with greater self-awareness and cultural objectivity.

--That the basic instructional goals, development of first language, development of second language, and cultural awareness activities for development of positive self-image, are to serve as a vehicle to increase development of academic skills.

--That instruction in all areas should be based on sequential skills development, and pupils should be allowed to proceed at an individualized pace. Classroom management by objectives would facilitate this goal.

--That reading and writing skills should not be presented in the second language before competencies have been developed in listening and speaking skills.

Development of Objectives

In order to implement an instructional program which will carry out these premises for the Pueblo situation with many English dominant pupils, and the relatively smaller number of Spanish speaking pupils, a comprehensive list of skills needs to be developed which will outline the sequence of language development for the first language and for the second language and the relationship of instruction in reading and writing skills in the two languages.

A sample list of objectives is shown on the following page. All objectives should be limited to one skill only. A chart for each area can be developed with objectives listed across the top of a page, SSL I-1, SSL I-2, SSL I-3, etc., and pupils' names listed in a vertical column. As each pupil accomplishes an objective, an "X" in the square where his name intersects that objective will indicate achievement. Activity planning and group assignment will depend upon these records of each student's needs for continued instruction in any given skill area.

SPANISH AS A SECOND LANGUAGE -- LEVEL 1

Long Range
Objectives: To develop basic listening and speaking (oral communication) skills in Spanish as a second language, utilizing audio-lingual instruction.

Performance Objective	Instruction Strategies
1. The student will follow simple commands in Spanish such as ven aquí, siéntate.	Develop simple vocabulary and comprehension through the use of: Spanish modeling in group activities, pictures, dramatizations, and puppets.
2. The student will demonstrate comprehension of simple vocabulary by pointing to an object or picture to illustrate words given by the instructor.	
3. The student will name the Spanish vowels.	Use songs and small group exercise activities.
4. The student will name a word containing each vowel.	
5. The student will match the color names to an object or square illustrating each color.	Use bulletin board displays and matching games and pictures.
6. The students will be able to repeat a series of three words orally.	Small group activity sessions, exercises with sample sequences recorded on cassettes.
7. The student will repeat two and three syllable words orally.	
8. The student will count to ten.	Use bulletin board displays and matching games and pictures.
9. The student will name the days of the week.	
10. The student will name the months of the year.	
11. The student will name at least 10 foods.	Prepare foods in classroom.
12. The student will use simple sentence patterns: affirmative statements, and commands.	Develop through peer instruction, dramatizations and pattern practice.

Relationship of First and Second Languages

In order to present a Second Language Developmental Model the relationship between first and second language instruction can be structured as follows:

	Native Language	Second Language
First Year	80%	20%
Second Year	75%	25%
Third Year	65%	35%
Fourth Year	60%	40%
Fifth Year	50%	50%

By following this model, instruction in the second language can begin with listening and speaking skills, then proceed through reading and writing skills in the second language, to presentation of 50 percent of all areas of instruction in the second language. Thus, second language teaching will include verbalization, literacy, and conceptualization. Figure 1 illustrates the time percentages.

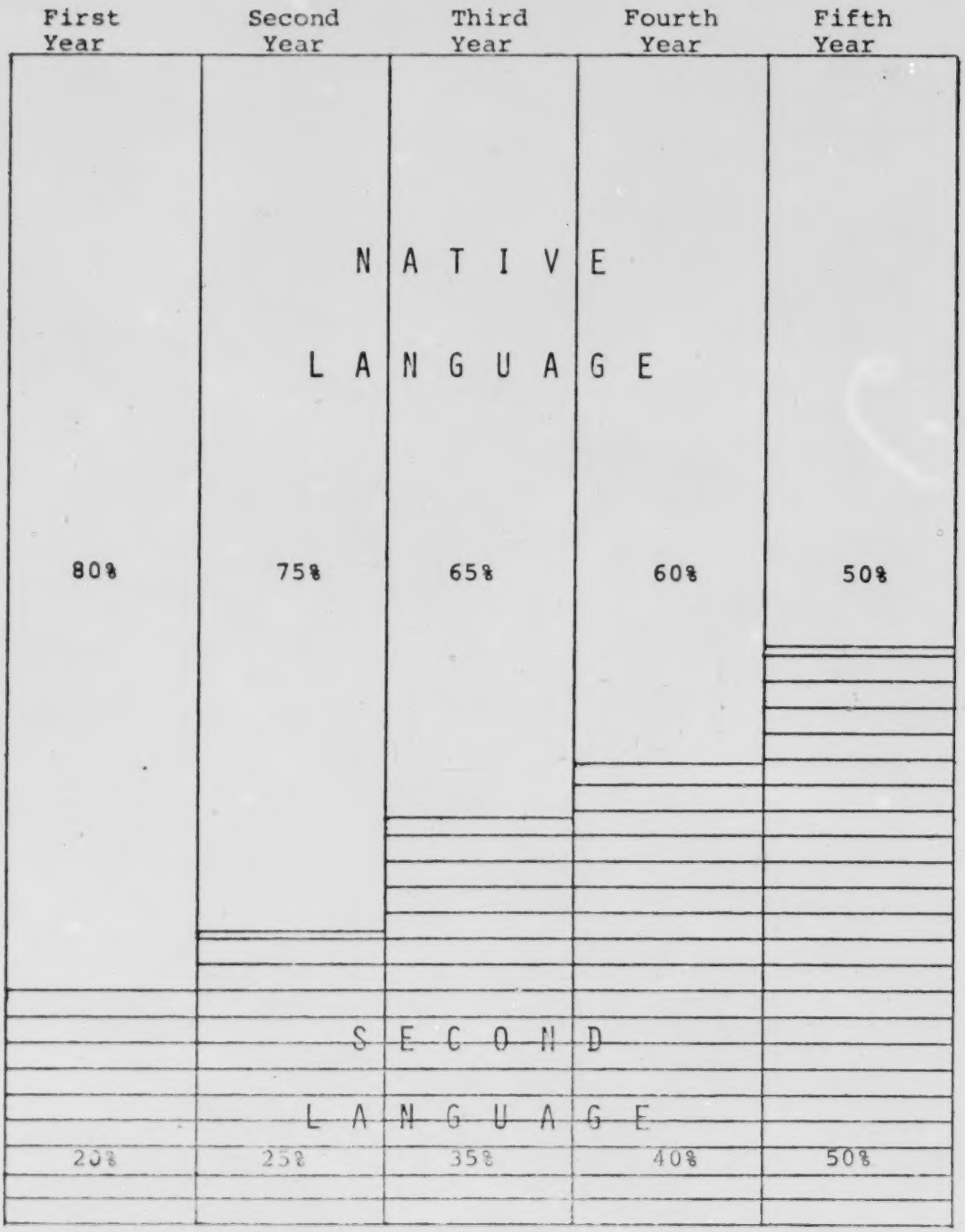
Planning of instruction to develop the skills and objectives identified in the native language and second language should follow the percentage of time listed above. A sample schedule for the first year at kindergarten level would be as follows:

Kindergarten -- 9:00 - 11:30 or 12:30 - 3:00

9:00 - 9:35	Group Activity: attendance, songs, discussion, story, etc.	Alternate Languages.
9:35 - 9:55	Learning Center activities in small groups: Native Language, Second Language, Art, Math, Psychomotor Activities, etc.	Rotate throughout the week. Individualized activities according to language dominance. Native Language Activities should be 4 times as frequent as Second Language Activities.

FIGURE 1.

Second Language Developmental Model



Percentage of Time for Activities in Each Language.

Kindergarten (continued)

9:55 - 10:55	2nd Learning Center activity from: Native Language, Second Language, Art, Math, Psychomotor Activities, etc.	Rotation as indicated for 1st Learning Center.
10:15 - 10:35	Snack	Alternate Languages.
10:35 - 10:55	Recess	
10:55 - 11:15	3rd Learning Center Activity.	
11:15 - 11:30	Dismissal Activities.	

Community Component

At this time there are a variety of activities underway to provide information about the bilingual education program to the community. In addition, parents visit the schools and work in the classrooms as time permits.

It is our recommendation that a mechanism be set up to encourage and utilize community input into the program planning. While the district Advisory Council includes representatives from the Mexican American community at large, a need exists for representation from the school communities being served directly by the program. Because the program includes such a relatively large number of schools (13), it would be difficult to have adequate representation of the various communities which these schools serve on an Advisory Council. A possible solution would be to set up a system of regional community councils, each of which would include several schools, to review needs and make recommendations to a policy council. By using a series of levels of advisory councils, wider representation could be channeled into a usable sequence.

Coordination Component

The Pueblo bilingual program is well planned in that it has been initiated at one grade level only (kindergarten), with a grade to be added each year. This accomplishes two positive features in that planning, policy development and acquisition of materials can evolve on a sequential basis, and students are prevented from being thrown into a completely new framework after attending a traditional program for several years.

Examination of the product objectives, the size of the program, the number of personnel involved and the complexities of the operation, indicates that product development -- for example self-concept measurement devices, and curriculum objectives -- cannot be carried out by the project director alone.

It is therefore our recommendation that in preparation for expanding the program into the second level, additional professional staff be added to (1) develop instructional objectives for individualized management as indicated above, (2) develop materials and keep abreast of available materials for purchase, (3) provide for staff development needs, (4) develop and administer measurement devices, (5) develop community potential.

Staff Needs

Specific staff functions which are evident at this time are in these areas:

1. Management and Communications.

   Duties: (1) time budgeting and supervision for product development control, (2) linear responsibility identification and distribution, (3) communications within the program, within the district, with the community, with the local media, and at state and national levels.

2. Curriculum Specialist.

   Duties: (1) identification of specific sequential skills for first language development, second language development, math and other academic areas, (2) coordination between program goals and district-wide curriculum goals, and between the sequential grade levels which will be added to the bilingual program[1], (3) keeping informed on the availability and appropriateness of commercial materials, (4) developing and distributing samples of home-made materials, (5) identifying and planning for staff development needs.

3. Testing and Measurement Coordination.

   Duties: (1) developing and administering testing which goes beyond the district testing program. Testing areas listed in the program objectives include development of self-concept measurement methods, psychomotor skills measurement, and follow-up oral language assessment.

4. Community Coordination.

   Duties: (1) eliciting parent and community participation in the program, (2) planning parent activities such as informative and needs assessment meetings, materials-making

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[1]The major emphasis should be on identifying in detail the skills which are to be developed and the sequence of instruction. Activities and methods such as those listed in the Kindergarten Curriculum Guide would be selected to fit into the sequential framework, but the framework must be identified as a first step. Good models for this area are the Comprehensive Bilingual-Bicultural Education Models developed under ESEA Title VII Project Frontier by South Bay Union School District in Imperial Beach, California, and by National School District in National City, California.

4. Community Coordination (continued).

sessions for parents or other family members, (3) working closely with Curriculum Specialist in providing materials and activities for the cultural awareness component which utilize and reflect home activities in Pueblo.

The unusual size of this program should be kept in mind when planning staffing within these areas. For an individual staff person to spend one half day in each school building, for example demonstrating materials or meeting with parents, would involve seven working days. However, monthly staff meetings cannot possibly provide enough time for presentations of all new acquisitions. Possibilities should be explored for regional groupings of schools and for careful management so that materials and community coordination staff serve as guides for teachers and aides to carry out actual activities.

APPENDIXES

APPENDIX A

ENROLLMENT IN BILINGUAL EDUCATION PROGRAM

PUEBLO, COLORADO

September 23, 1974

Kindergarten

School	All Day Session	Morning Session	Afternoon Session	Total
1. Bessemer		23	19	42
2. Bradford		23	34	57
3. Central Grade		29	27	56
4. Eastwood		27		27
5. Fountain	65			65
6. Fulton Heights			19	19
7. Hyde Park		23	22	45
8. Irving		26	29	55
9. Lakeview		22	20	42
10. Minnequa		29	26	55
11. Parkview		38	30	68
12. Spann		48	27	75
13. Washington		20	17	37

Other Grade Levels

School	First Grade	Headstart
Eastwood	27	
Fountain		34
Fulton Heights	23	
Irving		33

APPENDIX B

RELIABILITY ESTIMATES BASED ON RATINGS OF FOURTEEN EVALUATORS OF MEXICAN AMERICAN LANGUAGE SAMPLE[1]

	Aspect of performance	Average reliability estimate (14 raters)
1.	Spanish dominance (strong-weak)	.9583
2.	SAE* dominance (strong-weak)	.9313
3.	SAE comprehension (good-bad)	.9506
4.	Spanish comprehension (good-bad)	.9452
5.	SAE production (good-bad)	.9418
6.	Spanish production (good-bad)	.9452
7.	Pathologies (yes-no)	.1921
8.	SAE phonology (good-bad)	.9132
9.	Spanish phonology (good-bad)	.9345
10.	SAE intonation (good-bad)	.7805
11.	Spanish intonation (good-bad)	.8961
12.	SAE inflection (good-bad)	.9497
13.	SAE syntax (good-bad)	.9419
14.	Spanish syntax (good-bad)	.9518
15.	Predict reading achievement (yes-no)	0.

*SAE--Standard American English

[1] Natalicio, Diana S. and Frederick Williams. Repetition as an Oral Language Assessment Technique, Center for Communication Research, The University of Texas at Austin, 1971, p.30.

APPENDIX B

RELIABILITY ESTIMATES BASED ON RATINGS OF FIFTEEN EVALUATORS OF BLACK LANGUAGE SAMPLE[1]

Aspect of performance	Average reliability estimate (15 raters)
1. Black dialect dominance (strong-weak)	.9356
2. SAE* dominance (strong-weak)	.9489
3. SAE comprehension (good-bad)	.8594
4. SAE production (good-bad)	.9219
5. Pathologies (yes-no)	.6898
6. SAE phonology (good-bad)	.8825
7. SAE intonation (good-bad)	.5460
8. SAE inflections (good-bad)	.9226
9. SAE syntax (good-bad)	.8672
10. Predict reading achievement (yes-no)	.4709

*SAE--Standard American English

[1]Natalicio and Williams, op. cit., p. 29.

APPENDIX C

ORAL LANGUAGE ASSESSMENT PROFILE
Institute for Cultural Pluralism
San Diego State University, School of Education

NAME_____ GRADE_____ SCHOOL_____

LOCATION_____ DATE_____ TEACHER_____

1. Dominance:

2. Comprehension:

3. Language Characteristics:

   A. English

      1) consonants

      2) Vowels

   B. Spanish

      1) consonants

      2) vowels

4. Grammar:

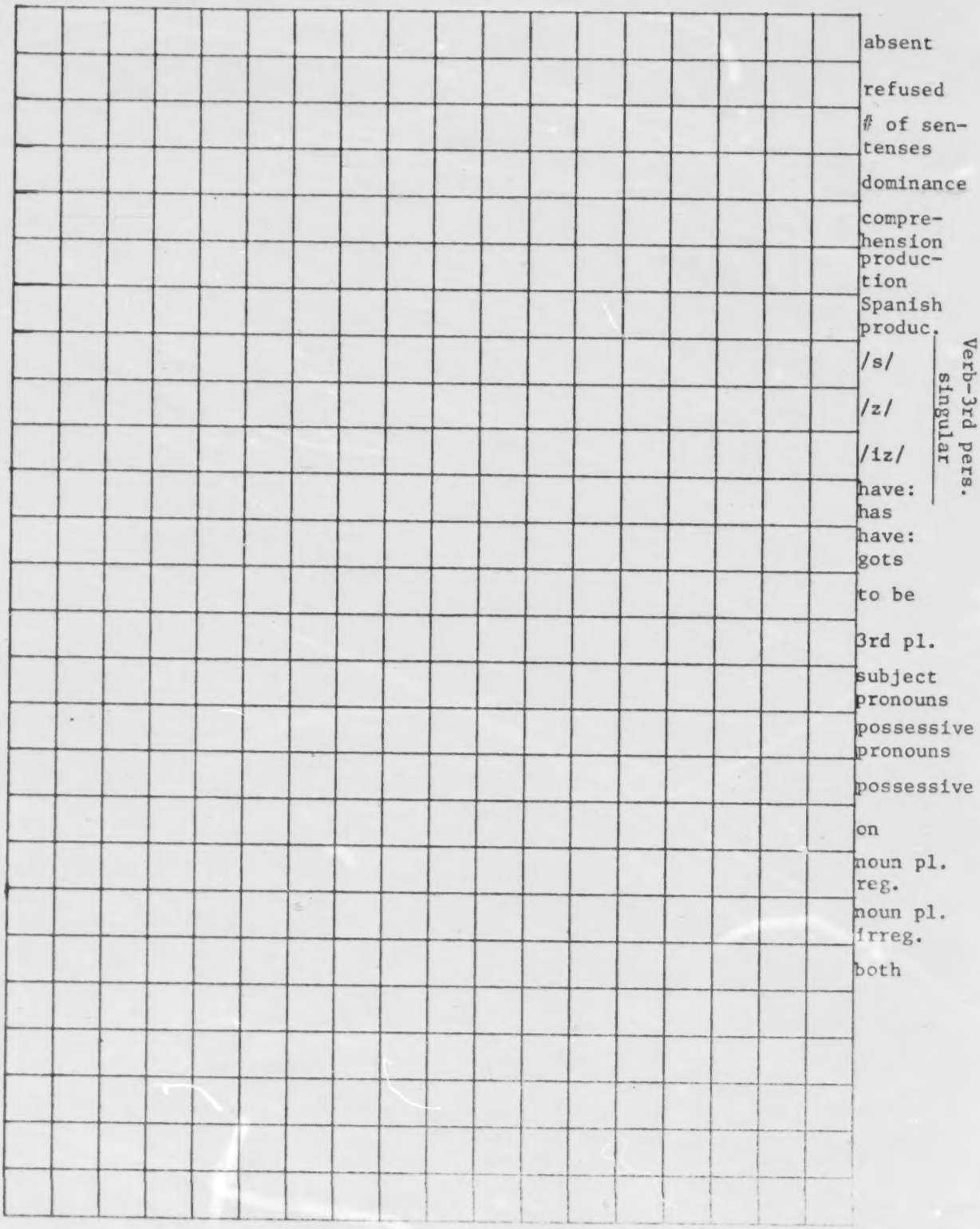
   A. English

   B. Spanish

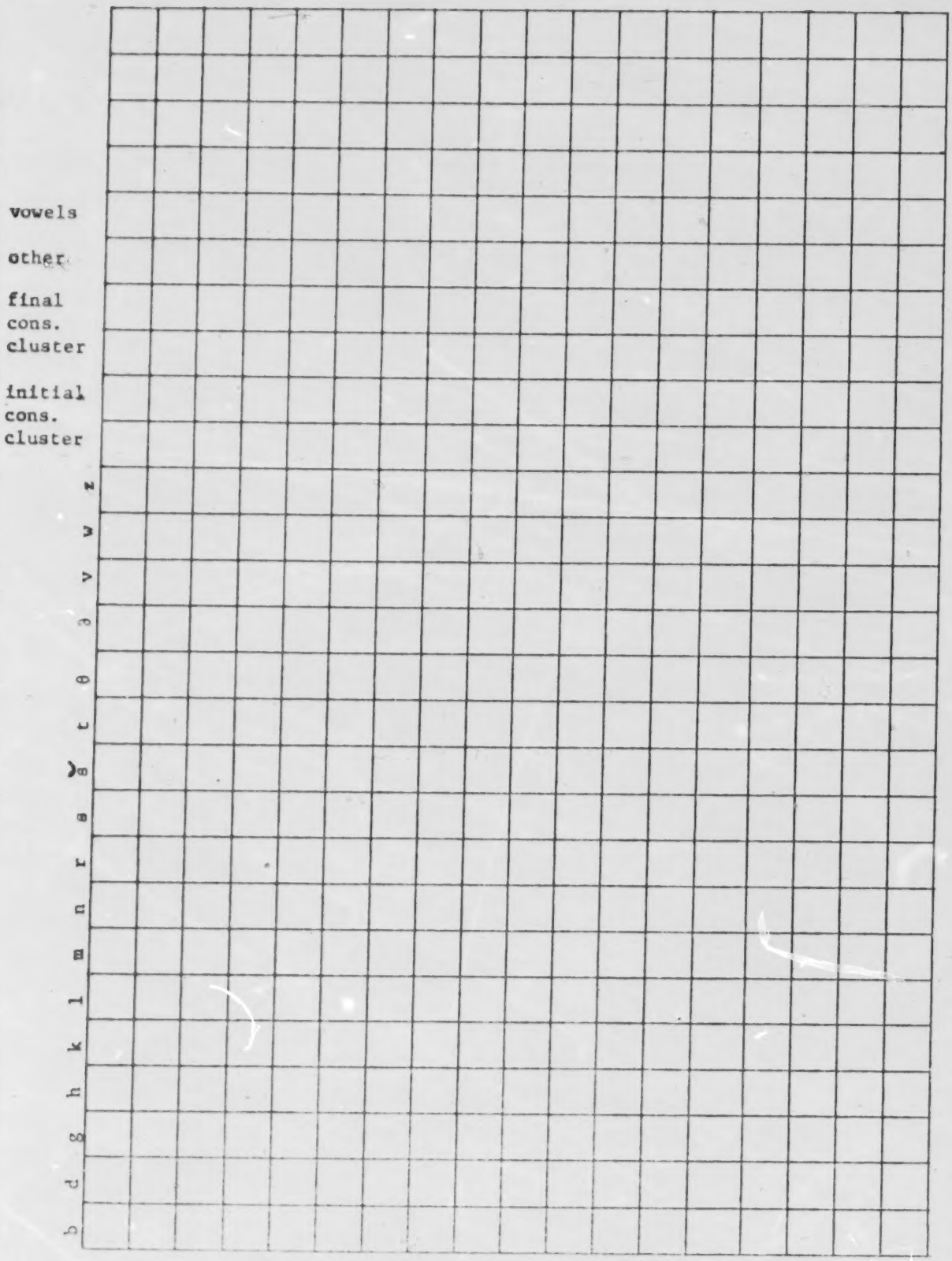
5. General Remarks:

APPENDIX D

ORLA LANGUAGE ASSESSMENT PROFILES -- CLASS SUMMARY FORMS



Page 1 -- Ratings and Grammar



Page 2 -- English Phonemes

APPENDIX E

NUMBER OF PUPILS WITH SPANISH OR ENGLISH DOMINANCE OR BILINGUAL PROFICIENCY[1] IN THE PUEBLO BILINGUAL EDUCATION PROGRAM BY SCHOOL, GRADE LEVEL AND SEX, OCTOBER, 1974

KINDERGARTEN

SCHOOL	DOMINANCE	MORNING SESSION BOYS	MORNING SESSION GIRLS	AFTERNOON SESSION BOYS	AFTERNOON SESSION GIRLS	TOTAL
Bessemer	English	12	8	12	2	34
	Spanish	0	1	0	1	2
	Bilingual	1	0	0	0	1
Bradford	English	11	12	8	16	47
	Spanish	0	0	0	0	0
	Bilingual	0	1	2	0	3
Central Grade	English	13	13	11	10	47
	Spanish	0	0	0	0	0
	Bilingual	0	0	0	0	0
Eastwood	English	13	8			21
	Spanish	0	0			0
	Bilingual	1	0			1
Fountain	English	28	34			62
	Spanish	0	0			0
	Bilingual	0	0			0
Fulton Heights	English			8	9	17
	Spanish			1	0	1
	Bilingual			0	0	0
Hyde Park	English	17	6	12	8	43
	Spanish	1	0	0	0	1
	Bilingual	0	0	0	0	0
Irving	English	12	10	11	13	46
	Spanish	1	0	1	1	3
	Bilingual	1	0	0	0	1
Lakeview	English	11	8	9	10	38
	Spanish	0	0	0	0	0
	Bilingual	0	0	0	0	0

[1]Determined by Gloria and David Oral Language Assessment Spanish-English Version (Language Arts, Inc.); analysis procedures developed by Institute for Cultural Pluralism.

KINDERGARTEN (CON'T.)

SCHOOL	DOMINANCE	MORNING SESSION BOYS	MORNING SESSION GIRLS	AFTERNOON SESSION BOYS	AFTERNOON SESSION GIRLS	TOTAL
Minnequa	English	12	15	5	21	53
	Spanish	0	0	0	0	0
	Bilingual	0	0	0	0	0
Parkview	English	18	16	18	11	63
	Spanish	0	0	0	0	0
	Bilingual	0	0	0	0	0
Spann	English	25	15	9	12	61
	Spanish	0	1	0	1	2
	Bilingual	0	2	0	0	2
Washington	English	8	9	6	11	24
	Spanish	0	0	0	0	0
	Bilingual	0	0	0	0	0

FIRST GRADE

SCHOOL	DOMINANCE	ALL DAY BOYS	ALL DAY GIRLS	TOTAL
Eastwood	English	11	16	27
	Spanish	0	0	0
	Bilingual	0	1	1
Fulton Heights	English	10	12	22
	Spanish	0	1	1
	Bilingual	0	0	0

APPENDIX E (cont.)

HEAD START

SCHOOL	DOMINANCE	MORNING SESSION BOYS	MORNING SESSION GIRLS	AFTERNOON SESSION BOYS	AFTERNOON SESSION GIRLS	TOTAL
Fountain	English	4	8	6	6	24
	Spanish	0	0	0	0	0
	Bilingual	0	0	0	0	0
Irving	English	8	3	5	6	22
	Spanish	0	0	0	0	0
	Bilingual	0	0	0	0	0

PRESCHOOL

SCHOOL	DOMINANCE	MORNING SESSION BOYS	MORNING SESSION GIRLS	AFTERNOON SESSION BOYS	AFTERNOON SESSION GIRLS	TOTAL
Fountain	English	3	3	0	2	8
	Spanish	0	0	0	0	0
	Bilingual	0	0	0	0	0
Irving	English	3	3	2	2	10
	Spanish	0	0	0	0	0
	Bilingual	0	0	0	0	0

APPENDIX F

PUEBLO BILINGUAL PROGRAM

WORKSHOP I QUESTIONNAIRE
AUGUST 1974

SUMMARY OF RESPONSES

1. List the three theoretical aspects of the program you most appreciated.

Fifty-one responses referred to topics which were part of the presentations on culture and cultural relativity.

References to presentations on language differences and child language development were made by 19 participants. Other responses referred to the participation of community members, visits made to the community, the overview of the bilingual program, the use of consultants and the workshop format.

2. List the three practical technique aspects of the program you most appreciated.

All small group sessions were mentioned as practical aspects which were appreciated, but most frequent references were to sessions on team planning, affective strategies for language development, and bilingual teaching strategies. Other references were to: sessions on individualized instruction and management, the handouts, the film, and the way participants were divided into groups for the sessions.

3. List as many training and service needs as you can anticipate for the next two months. Do NOT limit this to workshop activities. Include material needs, planning conferences, evaluations, etc.

Responses indicated interest in a course in Spanish conversation and grammar (15), and nine other references to language training and diagnosis. Thirty responses mentioned materials or training in selecting and using materials. Other responses were: ways to involve parents and community (9), planning and exchange of ideas among schools (11), opportunities to visit other programs (11), evaluation methods (5), field trips, and more information on program implementation.

It should be remembered that the workshop was held before school started. Since the bilingual program's goals and the team teaching format were new to many of the staff, their ideas about their needs may not have been as specific as they will be later.

4. Any further comment you wish to provide.

Comments included remarks on a good workshop, and objections to the workshop -- it was not structured enough, some speakers spoke in Spanish, community representatives focussed on one community only. Also, there were requests for explanation of the role of teacher aides, for regular work sessions for program staff, and for more specific techniques.

APPENDIX G

BILINGUAL/BICULTURAL WORKSHOP II
Pueblo, Colorado

Schedule

Tuesday, November 19

8:00- 8:30	REGISTRATION
8:30- 9:30	Welcomes and Organization
9:30- 9:45	Break
9:45-10:45	"Contrastive Analysis and Oral Language Assessment" Institute for Cultural Pluralism Staff
10:45-11:00	Break
11:00-12:00	"Oral Language Assessment Results" Institute for Cultural Pluralism Staff
12:00- 1:30	LUNCH
1:30- 2:50	"Self Awareness and Human Relations" Dr. Norman Chambers
2:50- 3:00	Break
3:00- 4:20	"Dynamics of Trust" Dr. Norman Chambers

Wednesday, November 20

8:00- 8:30	REGISTRATION
8:30-10:20	"Team Teaching: Creative Communications" Dr. Norman Chambers
10:20-10:30	Break

EDUCATION FOR LEADERSHIP:
NEW ROLES FOR THE BILINGUAL CHILD

Dolores Lawler

10:30-12:00	PART I: Introduction to Small Group Processes (SGP) for Bilingual Education
	PART II: Introduction to Multimedia Materials in the SGP Inservice Training Package
12:00- 1:00	LUNCH
1:00- 2:30	PART III: Experiencing the Basic Components and Advantages of the SGP Model
2:30- 2:45	Break
2:45- 4:15	PART IV: Observation and Practice in Individually Tailored Implementation of the SGP Model

Thursday, November 21

8:00- 8:30	REGISTRATION	
8:30-10:00	"Local Dialects of Spanish" Bill Miera	
10:00-10:15	Break	
10:15-11:45	"Team Teaching Techniques" Eva Baca and Mary Ann Roldan	
11:45- 1:00	LUNCH	
1:00- 2:30	GROUP A:	Using Music in Bilingual Instruction Ramón Moroyoqui Sánchez
	GROUP B:	Developing Materials Based on Oral Language Assessment José Córdova
2:30- 2:45	Break	
2:45- 4:15	GROUP A:	Developing Materials Based on Oral Language Assessment José Córdova
	GROUP B:	Using Music in Bilingual Instruction Ramón Moroyoqui Sánchez

Friday, November 22

8:00- 8:30	REGISTRATION	
8:30-10:00	GROUP A:	Spanish as a Second Language José Córdova
	GROUP B:	Teacher Made Materials Rosalie Martínez
10:00-10:15	Break	
10:15-11:45	GROUP A:	Teacher Made Materials Rosalie Martínez
	GROUP B:	Spanish as a Second Language José Córdova
11:45-12:45	LUNCH	
12:45- 2:15	GROUP A:	Teaching Language with Rhythm María Romero
	GROUP B:	Teaching Grammar in Spanish as a Second Language Dan Martínez
2:15- 2:30	Break	
2:30- 4:00	GROUP A:	Teaching Grammar in Spanish as a Second Language Dan Martínez
	GROUP B:	Teaching Language with Rhythm María Romero
4:00- 4:30	Wrap-up and Evaluation	

APPENDIX H

EVALUATION COMMENTS ON INDIVIDUAL PRESENTATIONS

BY WORKSHOP PARTICIPANTS

WORKSHOP II, PUEBLO, COLORADO, DISTRICT 60

THE PRESENTATION OF THE ORAL LANGUAGE ASSESSMENT DATA

Bilingual Teachers

- This will support our observations.
- Will help for grouping.
- We should have had time to discuss our group results with team members and one of San Diego staff members.
- It should have been here much sooner.
- The information was a reinforcement of what I already knew; but I'm also aware lots of work went into it.
- By what means of assessment will we be able to know if we are teaching the right things?
- The work was well done. And a lot of time was spent on this staff's job. Well done, thank you.
- I felt I already knew what the results were going to be. Will need to study further.
- Susan's presentation was helpful so that we could assess our children.
- No comment: 1.

Monolingual Teachers

- It confirmed my opinion of the children in my class.
- Need to spend time studying data; at first glance the data seems to coincide with our own evaluation.
- Very well prepared. It is useful to determine what will be taught.
- I feel the test was given too early for some of our kids; we got no or inadequate test data on some. Were the test to be given now it would tell us much more.
- Susan gives a good presentation.
- We needed more time to go through these sheets as a team due to the fact our time is limited at school.
- No comment: 6.

Teacher Aides

- It will be very helpful to us as far as teaching on a one-to-one basis or teaching also as a group. They will certainly help us to see where we should begin as far as teaching in bilingual education.
- I liked it very much. It was very helpful.
- Hope we meet again.
- No comment: 12

Miscellaneous

- I found the assessment data interesting and helpful in the sense that with this information I would know where to go or at least get my feet on the ground in applying or planning curriculum, etc.
- We need more data!
- Great!
- No comment: 6.

THE PRESENTATIONS BY DR. NORMAN CHAMBERS (Human Relations and Creative Communication)

Bilingual Teachers

- He helped me become aware of many things that are important to bilingualism. We have to become aware of each other's problems.
- I'd like to see him go deeper into communication as well as sensitivity.
- Very interesting! The presentation made you think. Hit others right on head!
- I think we need more input in the field of communication. More on how to function as a team!
- Great!
- But our team is functioning very well before his presentation.
- Fantastic.
- No comment: 3.

Monolingual Teachers

- I don't think our team has any communication problems.
- He was right on!
- It helped us relax and express our concerns in a manner that would not hurt feelings.
- He brought out information we would normally have kept inside.
- Great.
- His presentations were fantastic. This will make me keep a closer look at my own behavior in working with my team and pupils.
- Too much!!!!! Excellent -- made workshop worthwhile.
- I feel I gained the most by this presentation.
- Best.
- No comment: 4.

Teacher Aides

- He was excellent.
- I think I've accomplished and understood more with him when it came to team work than any other person in workshop.
- Please include him on next workshop.
- A very interesting person, I could have listened to him all day. He knows what he can do and how to do it. Is very, very sharp.
- He was very good in showing you how to trust and communicate with people.
- The listening concept is very important.

Teacher Aides, continued

. He was great and helped us to see ourselves as we really are.
. Dr. Chambers was good; had humor in his workshop. And we need to be able to laugh sometimes.
. Mr. Chambers helped me, and I feel safe to say everyone else. How truly important it is to know yourself and really, really know your children.
. He did a good job.
. No comment: 6.

Miscellaneous

. Would like to have him in future workshops.
. Mr. Chambers' information and techniques were indeed a refresher course in communication with co-workers and everyday communication with people.
. Bring him back.
. I noticed his methods put the entire group at ease and I can foresee an entire classroom very relaxed and ready to learn. It also taught me lessons in teamwork.
. No comment: 6.

THE PRESENTATIONS BY DOLORES LAWLER (Small Group Processes Model and Multi-media Materials)

Bilingual Teachers

. Responsibility of teaching and being guides is very important. More teachers should use it.
. I like her ideas because we have a lot of them in our classroom.
. The discussions were very good for becoming aware of other schools' problems and quite helpful in knowing that you are doing things similar to others.
. As soon as it is feasible, I hope to try some of the ideas.
. The presentations were great and our tasks made us see how effectively or ineffectively our team was working.
. Our team didn't have the problems that required her help. But she was good for teams that had problems working together.
. No comment: 4.

Monolingual Teachers

. Reinforced previous feelings about the importance of small group instruction.
. It's good, if the machines were available to us.
. It is nice to know these things are available but are they available in the district, and how do you get them?
. Not readily useful in kindergarten but would apply to grade one on.
. No problems as such for our team.
. I think we have some ideas to hlep our team begin to function.
. We needed to explore more of her ideas in depth. More time to see the centers in action.
. No comment: 5.

Teacher Aides

- Very good.
- Enjoyed her very much!
- Team teaching is very important. You must work as a team in order to make the Bilingual Program a success.
- Dolores was delightful. We should have her again.
- A very beautiful person, and she knows what she is talking about.
- She was very, very good at showing just how important audio-visual machines are as an asset to any learning situation.
- No comment: 10.

Miscellaneous

- I would like to implement videotapes in my teaching but I don't know whether they will be available to me. Also Dolores used much tact and diplomacy in dealing with feelings, emotions and opinions on bilingual education. She exhibits much finesse and knowledge in the bilingual education area and of course education as a whole. Would like to have her back.
- She definitely touched upon issues that those who are still unaccepting of the program had to hear.
- OK.
- Very good!
- I particularly liked the television with language tapes, and it showed me methods for team teaching.
- No comment: 5.

THE PRESENTATION BY BILL MIERA (Local Dialects of Spanish)

Bilingual Teachers

- Presentation was very helpful in explaining reasons for dialects. I would like to have further explanation and class on this topic. Every teacher needs further classes on the "whys" of our culture. Interruptions were meaningless. This type of awareness is necessary so that we the teachers know what we are, where we are going, etc.
- I thought Bill was not relevant for me.
- Many of the things he talked about had already been talked about.
- I agree very strongly with him. Every word is right! We need more on background of culture, psychology, etc.
- Was impolitely interrupted. Good research!
- I could use this background information when applicable.
- No comment: 4.

Monolingual Teachers

- Since I'm not bilingual, I cannot apply too much directly to my teaching.
- We need to know both/all sides of the language -- because we don't work with only one kind of a child!
- Good research into field.

Monolingual Teachers, continued

- It was helpful in getting a better understanding for myself rather than something I could use in the classroom.
- I don't think his presentation had enough application to make it worth the time he spent.
- No comment: 8.

Teacher Aides

- He was very good as far as helping me to understand that everyone is correct; no one is wrong. Think positive, not negative.
- Bill gave a good presentation. Being bilingual I knew most of the slang words that he used. (I like new things).
  Turned me off when he started smoking during presentation.
- His talk could be helpful in helping us to know the different words and ways to teach the children.
- No comment: 12.

Miscellaneous

- I will take a child with his own language; will not correct.
- The barrio language is certainly the key to communication with not only the student but the parents as well.
- He needs to become more involved, less lecture.
- Except the rudeness of interruptions.
- No comment: 5.

THE PRESENTATION BY RAMÓN SANCHEZ (CHUNKY) (Using Music in Bilingual Instruction)

Bilingual Teachers

- Right on! Need more of this.
- Very helpful. When can Chunky come to each classroom?
- Great -- is an asset to bilingualism. Wish he could be here with us all the time.
- We need easy songs very much!
- Will use his songs!
- Great! The songs will prove very useful.
- More songs to tape so we could have the rhythm.
- No comment: 3.

Monolingual Teachers

- We need more of this. An opportunity to have him in our buildings.
- Will enter into my teaching if I get a copy of the tape.
- Having the words to the songs is great, but when we don't have the music it is useless. I realize it is time consuming, but it is necessary in order to be helpful and not just entertaining.

Monolingual Teachers, continued

- He has a beautiful charm that makes him and his music loved!
- I do not teach the music -- again enters in here.
- Very good -- very enjoyable!
- We need more songs. Good presentation for taping.
- No comment: 6.

Teacher Aides

- Ramón (Chunky) is just great.
- Hope to have him in our classroom. Has a special personality.
- Expressing your feelings as he stated really adds to music.
- He was very-very good.
- Just sings good.
- Excellent person!!
- Very good, easy to understand and comfortable to have around.
- He is excellent also.
- He sings beautifully!
- He could be in the classroom for many hours and he could keep the children's minds occupied and wanting for more.
- No comment: 6.

Miscellaneous

- Please come back soon, Chunky. Handsome - strong - kind to others and fun. Eastwood will always welcome him to our family.
- Great person.
- Music breaks down barriers as well as being educative and cultural.
- Will use songs with records.
- Bring back.
- Super! Let's have him back.
- No comment: 4.

THE PRESENTATIONS BY JOSÉ CÓRDOVA (Developing Oral Language Materials and Spanish as a Second Language)

Bilingual Teachers

- Thank you, José.
- José is a very good consultant. He motivates participants.
- Gave me self-confidence.
- I will take hold of some of his techniques.
- Enjoyable and when we receive the lesson plans that each group put together we should have some very interesting material to use.
- I like his technique in teaching songs to children.
- No comment: 4.

Monolingual Teachers

. Interesting to see how he teaches music -- good songs.
. Gave some simple tools to use with the groups.
. As a monolingual teacher, I picked up some helpful suggestions as to linguistics, but I feel I could have spent the time learning simple conversation which would have been more helpful to me.
. We need many many more José Córdovas! He was very good!
. No comment: 9.

Teacher Aides

. His ability to present his ideas was very outstanding.
. I like José; he is very good and has some very good ideas.
. Enjoyed his methods and very helpful.
. I learned a lot from him and also his ability to speak freely is great.
. Very helpful for self.
. He was at ease at all times and made you want to be in his class. He can make something difficult look easy and want to learn.
. No comment: 9.

Miscellaneous

. He is fun to work with.
. The catchy tunes will certainly be a hit with the youngsters and will facilitate their learning.
. I'll use some of his songs but not the vowels because the children I work with are too young. I will try to check on the ch and have children repeat words starting with ch because it will help them.
. Teachers need more education con vocales españoles.
. No comment: 6.

THE PRESENTATION BY ROSALIE MARTÍNEZ (Teacher Made Materials)

Bilingual Teachers

. Would like to have her come back and share her materials with us when more time can be provided.
. Needed more kindergarten related material. Time to look at materials and ask questions about materials. Also time to make materials.
. It would have been better if we would have been able to make the materials, not just look at them.
. More handouts should be made for everyone.
. We need time to develop our own games. So many of hers were for 1st grade. We need simple things!
. Would like to have a workshop where/when we could make some of these materials!
. Very good materials. We need more time to copy and reproduce these ideas.
. Her handouts and audio-visual aids that we saw were excellent. I got some very good ideas from them.
. Wished we could have had more time to copy materials.
. No comment: 1.

Monolingual Teachers

- We need time to make the fantastic materials.
- Great ideas for useful materials.
- I feel we need much more of this type of thing -- also if possible the chance to make some materials during the workshop.
- I liked the many ideas she had. It gives you something to start on right away.
- We need more of this at a slow pace to assimilate the ideas; or make similar things.
- We need more ideas. Want to see how other teachers are doing it. More, more, more!
- Needed a few more kindergarten ideas. We needed more time to utilize these ideas.
- No comment: 6.

Teacher Aides

- I will probably use some of her materials. Very good.
- Many, many new and great ideas.
- Rosalia had some very good games to share with us and they will be very helpful in the classroom.
- This is a lot of what we are trying to do, so information was what we wanted to hear and see.
- She did show us a lot of things to do with the children of interest.
- Her ideas were great.
- Has beautiful voice.
- The materials were great. I wish I could have had a day to spend and make some of her presentation's materials.
- No comment: 8.

Miscellaneous

- We need more workshops in Practical Planning -- making projects.
- Provided me with her ideas for classroom materials.
- Sure wish we could have got her handouts.
- Making a game of any learning media will relax the children enough so they can learn easily.
- Some of the materials can be used with preschool children but not all of them. They were all good.
- Good!
- No comment: 4.

THE PRESENTATION BY DAN MARTÍNEZ (Spanish as a Second Language)

Bilingual Teachers

- Good understanding of our problems. He did not drill upon the problem but made us aware of facts. Very helpful.
- Somewhat helpful -- more confusing than helpful.
- Mr. Martínez was interesting. His handouts (songs) would be of great help if the songs had music to go with them. Without this they can't be used except as choral reading.

Bilingual Teachers, continued

. Last part giving Spanish words for this area.
. No comment: 5.

Monolingual Teachers

. Will use in working with my team and learning more Spanish.
. The monolingual teacher was not helped. We need basics in the language instead of theory.
. I can really appreciate his willingness to be helpful to us. We need to know the (correct? Standard?) or the formal Spanish language and naturally the different regional langauges.
. Since I don't speak Spanish, it will be helpful in learning Spanish myself. With everything I heard in this workshop, it has helped to understand the language.
. Would be more appropriate and applicable for the bilingual teacher -- I really didn't follow that much of it.
. Most valuable was the section where he gave us additional vocabulary words for this area.
. If I knew more Spanish.
. Made me feel comfortable with the language.
. No comment: 5.

Teacher Aides

. Now this man is a very go d teacher. Good luck.
. He did give specific directions as far as how to spell; how to pronounce. He did drill which was helpful to me.
. Accents and information passed to us will be beneficial.
. Knew quite a bit about what he had to say.
. Mr. Martinez is very interesting to listen to; I wish the time could have been much longer in session.
. Good.
. No comment: 10.

Miscellaneous

. I use most of the words he uses.
. I feel it necessary to know the grammar of any language to be able to teach it.
. OK.
. No comment: 7.

THE PRESENTATION BY MARÍA ROMERO (Teaching Lnaguage with Rhythm)

Bilingual Teachers

. Would like to have her visit classrooms.
. The material presented was great, but could be useful too in written form.
. A good resource person!
. The presentation was great. If we had received a handout with information, songs, etc. I think it would ha e been more helpful.
. She gave a good overall view of percussion instruments. Gave good ideas of how to use instruments of various kinds to children.

Bilingual Teachers, continued

- No comment: 5.

Monolingual Teachers

- Made workshop worthwhile. Terrific. This is what we need more of -- concentration on music activities geared to: (1) children's needs, (2) teachers' needs. Perhaps a workshop??
- Good resource person.
- Very enjoyable!
- It would be nice to have her visit the schools for presentations.
- Since our music teacher takes charge of the music, I won't be able to use her ideas. I would like to have her visit our school.
- Very delightful person.
- Good songs and examples of rhythm instruments.
- Excellent. She creates an active interest in the various musical instruments. She seems to understand children.
- No comment: 5.

Teacher Aides

- She's very good.
- I like María. She is a very happy person. And if you are a happy person you can make everybody happy. (She's good) (She should visit our schools).
- Her music could very well be utilized with small children and the instruments were simple enough to want to let the children try them.
- No comment: 11.

Miscellaneous

- Enjoyed it very much.
- Fantastic.
- Would have liked for her to stick to Mexican and Spanish culture and music.
- A music specialist would certainly benefit by what she showed us. Also it was a good lesson in culture multilingually.
- Need more.
- No comment: 4.

WRITE DOWN ANY FURTHER COMMENTS YOU WISH TO MAKE. BUT BE SURE TO WRITE ANY COMMENTS YOU HAVE FOR THE CONTENT OR PROCESSES OF THE NEXT WORKSHOP!

Bilingual Teachers

- Need more material-making and evaluation sessions.
- I would like to thank all the wonderful people from San Diego State University for their warm and most comfortable presentations. This is also very true about all other resource people. I will feel more comfortable with my teaching after this workshop. P.S. My special thanks to Mary Ann Roldan for a successful workshop.

Bilingual Teachers, continued

- Too many of the same workshops; they overlapped. Music to music; overlapping on language. Just need one. Need time to make materials. Draw resources from our own project. Teachers strong in music, center areas, teaming, goals, objectives. On music give words and music.
- Overlapping in information. More should be done in actually making materials. Repeat of first workshop. Enjoyed Dr. Chambers and music presentation. Maybe next time we can have someone who can teach us some dance. Also many of our own teachers can offer expertise such as in music, etc. Consultant money could then go to teachers to visit other areas or more materials.
- ¡Qué bueno! It was great. Loved it. Thank you -- I feel better.
- I would like to see more practical aspects. For instance, time (free time) for us to make games, develop lessons, etc. as a team -- such as José Córdova had us do.
- Four days at a time is an awful long time to be away from our children. Our school should have qualified for another substitute. A two-day workshop is probably a better idea. We need more time to gather ideas from each and reproduce materials.
- (1) Help in learning simple dances and music to go with it. (2) Further development of material. (3) More time to develop material.
- Had more time to see and copy materials to use in program. More songs not written so we could have tune.
- No comment: 1.

Monolingual Teachers

- Time for practical application of ideas presented.
- Time to make some of the displays we were shown. More demonstrations on music and art we can use at our kindergarten level.
- More time to make materials. Divide workshop into two separate times. Two days of one week and two days of another. Even Friday, Saturday - Monday, Tuesday would be O.K.
- More music and classroom ideas. More ideas for culture and using it at kindergarten level. Remember, lots of our kids are English speaking and some of these traditions and customs have been forgotten or ignored.
- I think 1 1/2 hour lunch breaks are a waste of time. Teachers are on a productive time schedule that ends at 3:00 - we're downhill the rest of the way! Let's "brown bag" it next time and quit an hour earlier. I think 4 days is too long to be out of the classroom -- I'd prefer 3 days and a Saturday session.
- I liked the materials sessions. We have had a lot of theory, etc. The sessions the last 2 days were the most helpful in practical terms.
- I feel that if this had been done before the program started I would have felt more secure and had more time to work on developing a worthwhile program.
- Mary Ann you were fantastic. We are so lucky to have a director like you. I really appreciate the work you have put into the program this year. I'm sure it will move up because of you! All I can say is thanks!

Monolingual Teachers, continued

- Help in the language for monolingual teachers.
- More sessions of: (1) Dr. Chambers, (2) Rosalie Martínez (a time to spend on the making and preparation of different teaching aids), (3) María Romero. Maybe a workshop to benefit (1) child, (2) teacher. More musical involvement.
- More material-making time. Too much repetition at times. Music section - present words and music and also a little slower approach when introducing a song.
- No comment: 2.

Teacher Aides

- Chunky, Dr. Chambers, Córdova, Mrs. Martínez were all very much what I like to see and hear.
- We wish the San Diego Staff would make arrangements to visit schools they haven't.
- I hope we will continue having some of the very same in the near future.
- I have learned so much more than the first workshop!
- I feel this whole workshop was very worthwhile and helpful. If the next workshop could be divided so that not too many school days will be interrupted. Perhaps even a Saturday. I'm sure this would please our principals much more.
- Bring Chunky and Dolores back. I would like to see more people with talent. A lot of this workshop was very boring.
- I gained much knowledge from this workshop.
- It gives us an opportunity to get better acquainted with the teachers and aides and exchange our ideas. How to communicate with others. And I did benefit from this workshop a lot.
- The workshop for me was helpful in the knowledge that there are many ways to teach and have the children learn. Making it fun and yet who is the one who benefits -- the children. Having a day to make materials for our own use. To introduce the speakers; some of them we don't know.
- No comment: 7.

Miscellaneous

- The workshops just get better and better. Thank you for this very special privilege.
- Bring active people, not lecturers, not talkers.
- More local people, probably community -- We need people who know local problems! Very good!
- I feel that feelings and attitudes were explored and I can see where certain things stated will definitely make certain people start thinking a little about accepting and committing themselves to the program. More convincing or self-acceptance has to be done for some people -- they are slowly getting the message that bilingual programs are here to stay as it should be. If some people can't handle the situation they should get out of the program and find greener pastures.
- These people are just beautiful! We would like to have them back again.
- No comment: 5.

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